

## CHAPTER 8

# Practicing the CASA/GAL Volunteer Role—Gathering Information

What are the  
right questions?



How will you  
record the information  
you obtain?



## CHAPTER 8

# Practicing the CASA/GAL Volunteer Role—Gathering Information

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# 8

## CHAPTER 8

### Practicing the CASA/GAL Volunteer Role — Gathering Information

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#### CHAPTER OVERVIEW

#### GETTING IN GEAR

##### THE KAYLEE MOORE CASE

Before beginning work on this chapter, read the introduction to the Kaylee Moore case. This case is designed to unfold throughout Chapters 8 and 9, as you learn to perform various aspects of your role as a CASA/GAL volunteer.

##### COMMUNITY RESOURCES

Earlier in training, you selected an agency to research. A worksheet was provided as a tool to assist you in gathering information on services provided, access to services, etc. You will turn in a copy of the Community Resources Worksheet at the debriefing session for Chapter 9.

If you are having any trouble collecting information, be sure to ask for help from the staff of your local program.

#### GOAL

In this chapter, I will learn about the elements of a child's court case, become familiar with court forms, and practice the skills necessary to gather the information needed to be an effective advocate.

#### OBJECTIVES

By the end of this chapter, I will be able to . . .

- ✓ Describe how a CASA/GAL volunteer is appointed to a case
- ✓ Develop a plan to gather information about a case
- ✓ Conduct a CASA/GAL volunteer interview
- ✓ Take thorough and appropriate notes for a case
- ✓ Complete an investigation for a case
- ✓ Apply the requirements of the Indian Child Welfare Act to a case

## CHAPTER TIPS

In this chapter, you will practice many of the skills you will use as a CASA/GAL volunteer. After finishing Chapters 8 and 9, you will have a good idea of how to begin working on your first case.

## SUPPLEMENTAL MATERIALS

### HANDOUTS (provided by facilitator)

- ✓ Copies of court forms, orders, and petition (for Activity 8A)
- ✓ Information about court hearings in your jurisdiction (for Activity 8B)
- ✓ Other case documentation or forms

### AUDIO PRESENTATIONS (access on [www.casanet.org](http://www.casanet.org))

- ✓ The four stages of interviewing (for Activity 8E)

## DEBRIEFING SESSION

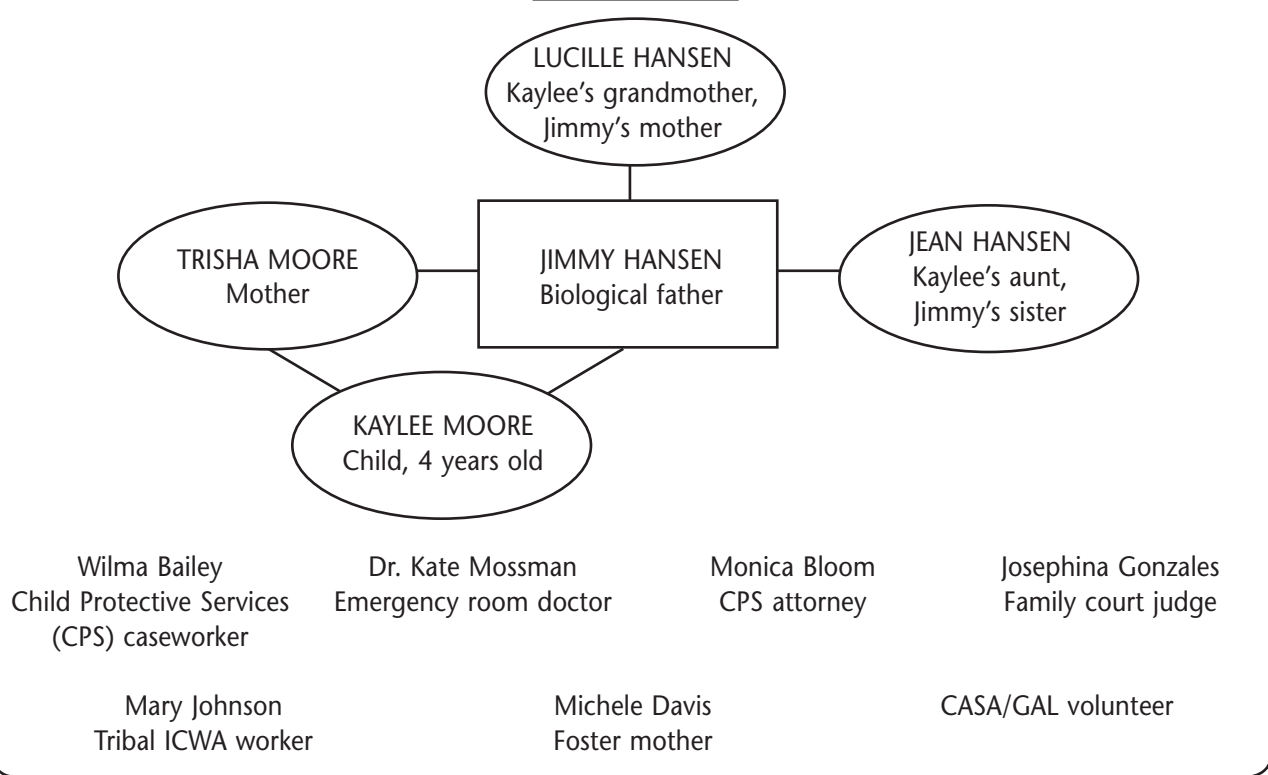
As you work through this chapter, complete all the activities and answer all the questions in the space provided. Be prepared to share your responses at the debriefing session for this chapter.

## PARKING LOT

At the end of this chapter you will find a page designated as the Parking Lot. Find and bookmark this page now, and use it throughout the chapter to note any questions, ideas, or concerns that you wish to discuss with the facilitator.

## The Kaylee Moore Case

### CHARACTERS



*Children who are around areas used as methamphetamine labs get exposed to highly toxic chemicals. According to a policy brief by Carneval Associates, 60% of children removed from lab sites in 2003 had methamphetamine in their systems.*

Trisha Moore, age 22, brought her 4-year-old daughter, Kaylee, to the emergency room with burns on her legs. When hospital staff asked about how the burns occurred, Trisha just shook her head and would not answer any questions. Dr. Kate Mossman examined Kaylee and determined that the child had third-degree burns on her legs. After running a toxicology screen, the doctor concluded that Kaylee had been exposed to chemicals used to manufacture methamphetamine. When the doctor asked Kaylee how she got burned, she said that her house caught on fire again. She said her mother and her mom's boyfriend were cooking their medicine and it caught on fire.

Hospital staff called the county sheriff. Given the nature of the child's injuries, the sheriff determined he had probable cause to search Trisha Moore's car. Upon finding drugs, he arrested her.

The social worker at the hospital alerted Child Protective Services (CPS). CPS assigned Wilma Bailey to the case, and she went to the hospital to meet the child and Dr. Mossman. The doctor told Wilma that Kaylee would need to stay in the hospital a few more days but could then be released to a foster family. She would need some follow-up care, but the burns would heal.

Ms. Bailey discovered that Kaylee might be an Indian child as defined by the Indian Child Welfare Act (ICWA) and that her tribe (through her father) might be the Big River Nation. Wilma attempted to contact the tribal representative to notify the tribe that she was filing a petition for custody of Kaylee.

Ms. Bailey filed the necessary documents for an emergency custody hearing. She looked for a Native foster family for Kaylee to attempt to comply with the placement preferences of ICWA until a relative placement could be located. No Native foster homes were available, so she contacted a non-Native foster family and asked them to prepare.

## LEARN MORE!



The Kaylee Moore case demonstrates how the Indian Child Welfare Act (ICWA) is applied to a case involving an Indian child. In preparation for working with this case throughout Chapters 8 and 9, please familiarize yourself with the text of this law, which appears in the Chapter 8 Resource Materials.

## How a CASA/GAL Volunteer Is Appointed to a Case

### Activity 8A: CASA/GAL Volunteer Appointment & Court Forms

**Part 1:** Each local program has its own protocol for assigning cases. At the debriefing session, the facilitator will explain how your local CASA/GAL program assigns cases. After a case has been assigned to you, CASA/GAL program staff will provide some basic information about the child and the family. Some of the first information that you will receive may include the forms listed in Part 2.

**Part 2:** Read the following descriptions of typical forms used in juvenile court proceedings and look at the copies of the court orders and forms that the facilitator provided to you before you began working on this chapter. These forms may differ from those listed in the manual. Each jurisdiction uses specific forms, dictated by state and local laws and procedures. Note any questions you have in the Parking Lot.

### THE PETITION

The petition is the document that the child protection agency files to initiate a child abuse/neglect court case. A juvenile petition may contain:

- The name, date of birth, and address of the juvenile
- The name and last known address of his/her parent, guardian, or custodian (including Indian custodian, if applicable)
- The name of the juvenile's tribal affiliation, if any
- The alleged facts that invoke the court's jurisdiction over the juvenile (sometimes attached in the affidavit)

### THE AFFIDAVIT

This document includes different information in different states. It may:

- Name the places the child has lived during the past five years. If so, it is a useful document for locating names and addresses of relatives and kin (people who may or may not have a biological relationship but are concerned about the child's well-being).
- Spell out the allegations of abuse or neglect

### THE ORDER FOR EMERGENCY CUSTODY

This court order authorizes the child protection agency, law enforcement, or others authorized by local statute to assume custody of the child. It allows the child to be placed in a licensed foster home, a home otherwise authorized by law to provide temporary residential care, or a facility operated by the child protection agency. This order can be used to place a child with a relative if that relative is named in the order. The order for emergency custody also sets the date for an emergency custody



hearing. In addition, this order authorizes the child protection agency to arrange for and consent to any medical, surgical, remedial, educational, psychological, or psychiatric testing, treatment, or evaluation, including CME (Child Medical Evaluation) or CMHE (Child Mental Health Evaluation), that the agency determines to be appropriate for the child.

## THE SUMMONS (OR NOTICE)

This court document notifies the parent(s)/caretaker(s)/Indian custodian(s) about any prehearing conference that is scheduled; the date, time, and place of the emergency custody hearing; and the date, time, and place of the hearing on the petition. It is served on the parent(s)/caretaker(s)/Indian custodian(s) by law enforcement to ensure that he/she is aware of the situation involving the child and to inform him/her of the right to an attorney.

## THE NOTICE TO THE TRIBE

In any involuntary proceeding in a state court, where the court knows or has reason to know that an Indian child is involved, the party seeking the foster care placement of an Indian child must notify the Indian child's tribe of their right to intervention. The notice informs the tribe that the child protection agency is seeking to adjudicate (judicially declare) the child an abused and/or neglected juvenile; it also notifies the tribe of the time, date, and location of the next hearing as well as how and where to inform the court if the tribe wishes to intervene.

## THE ORDER FROM THE FIRST COURT APPEARANCE

This order is issued by the judge at the first hearing, if the court concludes that continued custody of the child by the parent is likely to result in serious emotional or physical damage to the child. The judge issues an order that the best interest of the juvenile would be served by continuing the juvenile in the custody of the child protection agency pending further hearings.

## THE ORDER TO APPOINT THE CASA/GAL VOLUNTEER

This order specifically appoints the CASA/GAL volunteer and the program to the case and lists the duties as assigned by law or court rule. A judge signs the order, which authorizes the CASA/GAL volunteer to perform the duties required by federal and state statutes. The order also states that the CASA/GAL volunteer is ordered not to disclose to anyone confidential information about the child or family in the case unless authorized by court order or law. The appointment order allows the CASA/GAL volunteer access to the information he/she needs in order to perform his/her role.

## OTHER FORMS USED IN MY AREA

Name \_\_\_\_\_

Content \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Content \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### LEARN MORE!

Check out the Master Checklists from *Resource Guidelines—Improving Court Practice in Child Abuse and Neglect Cases* in the Chapter 8 Resource Materials. This information, created by the National Council of Juvenile and Family Court Judges, sets out best practices for each court hearing, such as who should attend and key decisions that should be made. Because the Master Checklists are written for a national audience, names of hearings may not apply in your jurisdiction. However, the checklists provide an overview of how cases progress through the court system.

### Activity 8B: Court Hearings

Before you began working on this chapter, the facilitator provided a handout with information about the court hearing process in your jurisdiction. Read this material and use the Hearing Date Checklist on the next page to record the name and time requirements for each type of hearing for the Kaylee Moore case. Assume that Kaylee was removed from her home today, and figure out future hearing dates accordingly. Record any questions you have in the Parking Lot.

## Hearing Date Checklist

| <b>Case Name:</b>                            |                         | Kaylee Moore          |
|--|-------------------------|-----------------------|
| <b>File #:</b>                               |                         |                       |
| EVENT  | Name in My Jurisdiction | Timing in My Area     |
| Removal from Home                            |                         | Occurred Today: _____ |
| Emergency Custody Hearing                    |                         |                       |
| Continued Custody Hearings                   |                         |                       |
| Adjudication Hearing                         |                         |                       |
| Disposition Hearing                          |                         |                       |
| First Review                                 |                         |                       |
| Second Review                                |                         |                       |
| Third Review                                 |                         |                       |
| Permanency Hearing                           |                         |                       |
| Second Permanency Review                     |                         |                       |
| Termination of Parental Rights (TPR) Hearing |                         |                       |
| Post-TPR Hearing                             |                         |                       |
| Review of Placement Plan                     |                         |                       |

## Planning the Investigation & Gathering Information

Each case is unique and unfolds in its own way, requiring different information in order to meet the needs of a particular child. Your work as a CASA/GAL volunteer—conducting interviews, gathering facts, writing reports, testifying in court, advocating for the child, monitoring the case—has a significant impact on the case outcome. Each piece of the work is important. Throughout Chapters 8 and 9, you will see how each aspect will help you fulfill the mission of finding a safe, permanent home for the child, respecting the child’s sense of time.

### Activity 8C: Planning Your Investigation

Assume you are the CASA/GAL volunteer on the Kaylee Moore case. You were assigned just after the emergency custody hearing and are preparing for the adjudication hearing.

**Part 1:** Create an initial investigation plan for the Kaylee Moore case. Fill in the Initial Investigation Plan worksheet, which appears on the next page, using the knowledge you have so far about the case and the material in the Sources of Information chart, which follows the Initial Investigation Plan worksheet. Remember that the sources of information on a case may include both people and documents.

In the first column of the Initial Investigation Plan worksheet, list the questions you want answered during your investigation. Then, brainstorm all possible sources that might be able to answer your questions and write those sources in the second column. In the third column, prioritize the questions based on what you think you need to know first.

**Part 2:** In the space provided, list the information sources from your investigation plan (both people and other sources) that you do not know how to access. At the debriefing session for this chapter, the facilitator will describe how you can access each source in your community.

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## Initial Investigation Plan

*This worksheet is a helpful tool for creating your investigation plan. Remember, the plan for your investigation will be different in each case because each child's situation is unique. A copy of this worksheet appears in the Chapter 8 Resource Materials. You may want to print it out for future use.*

| <b>Date of Next Court Hearing:</b> |                                 |            |
|------------------------------------|---------------------------------|------------|
| <b>Type/Purpose of Hearing:</b>    |                                 |            |
| <b>Court Report Is Due:</b>        |                                 |            |
| Questions I Would Like Answered    | Possible Sources of Information | Priority # |
| A.                                 |                                 |            |
| B.                                 |                                 |            |
| C.                                 |                                 |            |
| D.                                 |                                 |            |
| E.                                 |                                 |            |
| F.                                 |                                 |            |
| G.                                 |                                 |            |
| H.                                 |                                 |            |
| I.                                 |                                 |            |
| J.                                 |                                 |            |

## Sources of Information

## CHILD

## Child Interviews

*(Please note that it is not your role as a CASA/GAL volunteer to interview a child about the allegations; many of the children have been interviewed many times and additional interviews may be harmful to the child and to any potential criminal prosecution.)*

## Type of Information/Assistance

If the child is verbal:

- History of the family situation
- Information about relationships (parents, families, foster families)
- Wishes and desires for the future
- Challenges or areas in need of help
- Likes/dislikes
- Information regarding visits with parents, siblings, other family
- Other: \_\_\_\_\_

Best way to contact source:

## Child Observations

*(Visits with parents, visits with siblings, child in current setting, child at school or daycare, etc.)*

## Type of Information/Assistance

- Affect
- Moods, mood changes
- Developmental stages
- Verbal ability
- Relationships, interactions with others
- Intellectual ability
- Other: \_\_\_\_\_

Best way to arrange observation:

## PARENTS &amp; FAMILY

## Parents

*(When parents are represented by an attorney, follow program protocol before speaking with the parents.)*

## Type of Information/Assistance

- Their version of the events stated on the petition
- Omissions or extenuating circumstances they feel are important
- Their child's developmental milestones, joys, fears, etc.
- Specific information about the child's behavior related to:
  - Visitations with parents and siblings
  - Adjustments in school
  - Behavior problems and strengths
  - Medical concerns
- Adjustment to separation/loss
- Their background
- Other: \_\_\_\_\_

Best way to contact source:

## Family

## Type of Information/Assistance

- What they've seen happening as it relates to the life of the child
- Potential resources for the child and family
- Other: \_\_\_\_\_

Best way to contact source:

UNIT  
1UNIT  
2UNIT  
3UNIT  
4

## Sources of Information (cont.)

| TRIBE   |   |
|---|---|
| <p><i>(Applies only if you are working with an Indian child as defined by the Indian Child Welfare Act.)</i></p> <p><b>Type of Information/Assistance</b></p> <ul style="list-style-type: none"> <li>• Potential service resources</li> <li>• Tribal enrollment issues</li> <li>• Potential transfer of jurisdiction</li> <li>• Information regarding whether anyone is going to appear in court for the tribe and whether the tribe is going to formally intervene, send a representative, or make a written recommendation; information regarding recommendations</li> <li>• Potential cultural responses to the current family problem</li> <li>• Extended family or members of the tribe who may be a potential placement alternative for the Indian child</li> <li>• Other: _____</li> </ul> <p><b>Best way to contact source:</b></p> |   |
| PROFESSIONALS   |   |
| <p><b>Child Protection Agency Caseworkers</b></p> <p><b>Type of Information/Assistance</b></p> <ul style="list-style-type: none"> <li>• Where the child is placed</li> <li>• Documentation, case record</li> <li>• Case plan within 30 days of placement</li> <li>• Names, addresses, and phone numbers of other principals in the case</li> <li>• Contact information (e.g., for foster parents, parents, etc.)</li> <li>• Response to your observations</li> <li>• Community or educational resources</li> <li>• Progress of case plan</li> <li>• Safety issues, if any</li> <li>• Medical status of child</li> <li>• Educational status of child</li> <li>• Anything else the CASA/GAL volunteer should know</li> <li>• Other: _____</li> </ul> <p><b>Best way to contact source:</b></p>  | <p><b>Child's Teacher or Childcare Provider</b></p> <p><b>Type of Information/Assistance</b></p> <ul style="list-style-type: none"> <li>• Child's behavior at school</li> <li>• Educational problems or delays, strengths</li> <li>• Changes in behavior</li> <li>• Child's appearance</li> <li>• Peer relationships</li> <li>• Grades</li> <li>• Parental involvement</li> <li>• Likes/dislikes</li> <li>• Attendance prior to/post removal</li> <li>• School nurse reports</li> <li>• School counselor reports</li> <li>• Other: _____</li> </ul> <p><b>Best way to contact source:</b></p> |
| <p><b>Legal Personnel</b></p> <p><b>Type of Information/Assistance</b></p> <ul style="list-style-type: none"> <li>• Criminal records, other court records</li> <li>• Other: _____</li> <li>• <b>Best way to contact source:</b></li> </ul>  | <p><b>Child Protection Agency Attorney/Prosecutor</b></p> <p><b>Type of Information/Assistance</b></p> <ul style="list-style-type: none"> <li>• Progress report</li> <li>• Other: _____</li> <li>• <b>Best way to contact source:</b></li> </ul>  |

## Sources of Information (cont.)

UNIT  
1UNIT  
2UNIT  
3UNIT  
4**PROFESSIONALS (cont.)****Attorney for the CASA/GAL Program  
or for the Child***(If there is one appointed)***Type of Information/Assistance**

- Assistance with the legalities of the case
- Assistance with complex legal situations particular to the case
- Assistance in negotiating settlements in preparation for trial
- Filing of legal documents
- Subpoenas of witnesses
- Other: \_\_\_\_\_

**Best way to contact source:****Attorneys for the Parents***(If the CASA/GAL program is represented by counsel, the attorney should follow program protocol regarding contacting other attorneys on a case.)***Type of Information/Assistance**

- Arrangements to talk to his/her clients
- Anything the volunteer should know about the client
- Other: \_\_\_\_\_

**Best way to contact source:****Medical Personnel****Type of Information/Assistance**

- Child's medical condition as related to the abuse and/or neglect
- Past medical history, medical records
- Follow-up services that may be required to address medical conditions resulting from abuse and/or neglect
- A particular medical condition that should come to the attention of the caseworker, foster parents, courts, etc.
- Contact with parent(s), if any
- Other: \_\_\_\_\_

**Best way to contact source:****Psychological/Psychiatric Professionals****Type of Information/Assistance**

- Nature of referral information they received
- How they came to a particular conclusion
- What the diagnosis means in practical terms and how progress is measured
- Discrepancies in opinion
- Possible counseling or therapeutic models being recommended for the child, parents, family, etc.
- Other: \_\_\_\_\_

**Best way to contact source:****Foster Parents & Independent Living Coordinators****Type of Information/Assistance**

- Specific information about the child's daily life and about the child's behavior related to:
  - Visits with parents and siblings
  - Adjustments in school
  - Behavior problems and strengths
  - Medical concerns
  - Contacts made by parents through letters, phone calls, etc.
  - Child's daily functioning
  - Adjustment to separation/loss
- Other: \_\_\_\_\_

**Best way to contact source:**



### Activity 8D: Note Taking

Read the information below about note taking. If guidelines differ in your jurisdiction, the facilitator will share this information at the debriefing session.

As you read, circle the aspect of note taking that you think will be hardest for you. Write down one way you plan to overcome this difficulty:

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### Keys to Good Note Taking

As a CASA/GAL volunteer, you will gather information from many different sources during the course of your investigation and monitoring of a case. People and their stories run together. Facts can become cloudy, especially if the case is not heard in court immediately. It is vital that you keep accurate and thorough notes about the date and content of each case contact, whether it is a planned interview, an impromptu visit to a school, a phone call, or a review of a record. Following are important elements to include in your notes about each case contact:

- Person contacted
- Type of contact (telephone call, email, in-person conversation, review of record, etc.)
- Date and time
- Place (parent's home, job, jail, etc.)
- Factual observations
- Feelings expressed by those interviewed
- Facts gathered
- Summary of what happened
- Your plan of action
- Other person's plan of action
- Decisions

Ultimately, you will use your notes about information you gather to formulate recommendations regarding the child's best interest. Your written court report and testimony are the vehicles by which these recommendations are presented to the court. Clear, fact-based reports and recommendations will enhance the judge's ability to make good decisions about the child you represent.

## A Successful CASA/GAL Volunteer Interview

### Activity 8E: Interview Stages

Listen to the online audio presentation about the interview stages that National CASA suggests you use when planning and conducting interviews. If you do not have access to a computer with a high-speed Internet connection, read the information below. Write any questions you have in the Parking Lot.

## *The Four Stages of Interviewing*

### GREETING

- Identify yourself and clarify or confirm the role of the CASA/GAL volunteer.
- Create a cooperative, respectful, and professional climate.
- Have your goals clearly in mind.

### OPENING

In the opening, you provide the interviewee with a clear understanding of what to expect and set the context for the interview:

- Explain the reason for the interview.
- Agree with the interviewee how much time will be allotted to the interview.
- Summarize what you hope to learn during the interview.

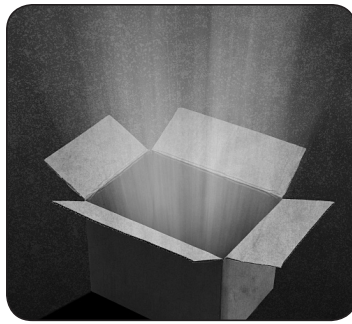
### BODY

In this stage, you explore for information and responses related to your goal for the interview. The interview develops through dialogue and questioning:

- Begin with broad, general, open-ended questions to facilitate participation and responses. An example of an open-ended question would be, “How would you describe your family?” or “Tell me about the day your children were taken into care.” Such questions don’t have a right or wrong answer and encourage open sharing of information—perhaps very different information than the interviewer anticipates.



Greeting



Opening



Body

- Move to more specific, closed questions to sort and refine information and zero in on a topic. An example of a closed question would be, “Is your aunt still living nearby?” or “When was the last time you saw your child?”
- Avoid “why” questions, which tend to sound judgmental.
- Ask questions even if you think you know the answer. People’s responses may confirm what you already know or may reveal a different perspective.

## CLOSING

- Recap information learned and review any agreements you have made with the interviewee.
- Let them know if and when they may expect to hear from you again, when requested.



## Closing

### Activity 8F: Interviewing Skills

*You will do this activity at the debriefing session for this chapter or at the next group session.*

Watch the role play of a CASA/GAL volunteer conducting an interview with a parent. Discuss what the volunteer did well and what the volunteer could improve.

### LEARN MORE!



Check out the article “Culturally Sensitive Interviewing with Native Children” in the Chapter 8 Resource Materials.

## INTERVIEW TIPS

When planning an interview . . .

UNIT  
1

- Remember the age, maturity, and/or intellectual level of the person being interviewed

UNIT  
2

- Use language that is clear and nonjudgmental

UNIT  
3

- Avoid asking leading questions (e.g., “You wouldn’t leave your child alone, would you?”)

UNIT  
4

### Activity 8G: Preparing Your Questions

As a CASA/GAL volunteer, you make initial contacts with the child, the parents, and the foster parents—in whatever order is most relevant to the case. In almost every case, the child protection agency caseworker will be one of the first people you interview. You will also often include the child’s teacher or childcare provider and the child’s therapist (although this resource may not be part of your initial plan if the child has not been in therapy prior to coming into care). In cases involving an Indian child, you will also interview the tribal representative. Each of these people may be an information source for more than one question. In planning your interviews, it is helpful to write down your questions so that you cover all of the topics that seem important for your investigation.

Plan a 5-minute interview with each of the following people in the Kaylee Moore case: Wilma Bailey, the CPS caseworker; Trisha Moore, the mother; and Kaylee Moore. Using the worksheets that follow, brainstorm questions for each of these interviews. You may want to refer back to the Sources of Information chart. Keep in mind the interviewing stages from Activity 8E. Be sure to address everything you hope each person can answer for you.

Gathering information from a child is very different from interviewing an adult. In practice, you will likely get information from children by getting to know them in informal settings and building a trusting relationship with them. When planning your interview with Kaylee, think back to the sections on observing children and building rapport and trust.

The sample interview forms that appear after the Interview Question worksheets are helpful tools that you can use when planning interviews for a case.

## Interview Questions

8

CHAPTER

Person to be interviewed: **Wilma Bailey, CPS caseworker**

1.

UNIT

1

2.

UNIT

2

3.

4.

UNIT

3

5.

UNIT

4

6.

7.

8.

9.

10.

11.

12.

13.

14.

## Interview Questions

Person to be interviewed: **Trisha Moore, mother**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

UNIT  
1

UNIT  
2

UNIT  
3

UNIT  
4

## Interview Questions

8

CHAPTER

Person to be interviewed: **Kaylee Moore**

1.

UNIT  
1

2.

UNIT  
2

3.

4.

UNIT  
3

5.

UNIT  
4

6.

7.

8.

9.

10.

11.

12.

13.

14.

# CASA/GAL Volunteer General Interview Form

UNIT  
1UNIT  
2UNIT  
3UNIT  
4[illegible]



## CASA/GAL Volunteer Interview with Child (1 of 2)

*Although you wish to gather information from the child, it is important to build rapport first and not bombard him/her with questions. Make it more of a conversation that takes place over several visits.*

|  |                     |
|--|---------------------|
| Name of Child:   | Date and Time:      |
| Place of Interview:  | CASA/GAL Volunteer: |
| Placement Phone #:   | Case Name:          |
| Name of Interviewer:   | File #:             |
| <p>1. The child's feelings about . . .</p> <ul style="list-style-type: none"> <li>• This placement:</li> <li>• Whether he/she feels safe here:</li> <li>• His/her sibling(s):</li> <li>• Being separated from his/her parent(s):</li> <li>• Visitation and telephone contact with parent(s) and sibling(s):</li> </ul>   |                     |
| <p>2. The child's interests/hobbies/friends: <i>(to establish strengths and to discover ways to support the child and normalize his/her experience in care)</i></p>  |                     |
| <p>3. This child has already discussed the allegations in the petition with the following persons: <i>(It is not the CASA/GAL volunteer's role to reinterview the child about those allegations unless the child wants to discuss them—and even then proceed cautiously because the child may have already been traumatized by multiple interviews, and/or there may be criminal matters pending.)</i></p> |                     |

UNIT  
1

UNIT  
2

UNIT  
3

UNIT  
4

## CASA/GAL Volunteer Interview with Child (2 of 2)

UNIT

1

UNIT

2

UNIT

3

UNIT

4

4. Unsolicited, the child provided the following additional information about the underlying allegations:

5. The child would like the following needs to be addressed or options to be explored:

6. The other people living in this home are:

7. The child's sleeping arrangements are:

8. The child's after-school arrangements are:

9. The child has medical or mental health needs that are being addressed by:

10. The child's primary caretaker provided the following information about the child:

- Sleeping habits:
- Eating habits:
- Interactions with other family members:
- School performance and attitude toward school:
- Other:

11. Other relatives or family friends who might be resources on this case are:

12. My observations about this child are:

## CASA/GAL Volunteer Interview with Parent(s) (1 of 2)

8  
CHAPTER

*Prior to scheduling an interview with the parent, inform the attorney for the parent of your intentions to meet with his/her client. In the initial discussion with the parent, explain that the CASA/GAL volunteer does not work for CPS and is in a neutral, objective role. Acknowledge how difficult the situation is for the parent as well as the child/children.*

UNIT  
1

|  |                     |
|--|---------------------|
| Name of Parent:  | Date and Time:      |
| Parent's Phone #:  | CASA/GAL Volunteer: |
| Place of Interview:  | Case Name:          |
| Name of Interviewer:   | File #:             |
| 1. The parent provided the following general information about the child/children:   |                     |
| 2. The parent provided the following specific information about the child/children:  |                     |
| <ul style="list-style-type: none"> <li>• School performance concerns:</li> <li>• Medical/dental treatment needs:</li> <li>• Special needs:</li> <li>• Other concerns:</li> </ul> |                     |
| 3. Information about the history of this family includes:  |                     |
| 4. Events leading to child protection agency involvement include:  |                     |
| 5. Services provided by the child protection agency to the family include:   |                     |

UNIT  
2

UNIT  
3

UNIT  
4

UNIT  
1

6. Services the parent believes would be helpful are:

UNIT  
2

7. The parent's goals include:

UNIT  
3

8. Tribal affiliation, and tribal advocates:

UNIT  
4

9. Other:

## Activity 8H: Practice Interviews

*You will do this activity at the debriefing session for this chapter or at the next group session.*

**Part 1:** Role-play each of the five-minute interviews that you planned—with Wilma Bailey, Trisha Moore, and Kaylee. Rotate roles so that each member of your trio takes a turn as the interviewer, the interviewee, and the observer. When it is your turn to conduct an interview, take notes about the information you learn.

**Part 2:** Use the questions below to evaluate and discuss the practice interviews.

As the interviewer:

- What did you learn from the interview you conducted?
- What other information do you think the interviewee could have given you?
- What leads did you get that you need to follow up on?

As the interviewee and the observer:

- What did the interviewer do well?
- What other relevant questions could the interviewer have asked?
- What suggestions for change do you have for the interviewer?

## Investigating a Case

### Activity 8I: Completing the Investigation for the Kaylee Moore Case

**Part 1:** The following pages contain excerpts from the CASA/GAL volunteer's notes from the Kaylee Moore case and a summary of additional case events. Read the following pages, noting in the margin your thoughts about the question below. You will ask yourself this question over and over as you advocate for a permanent plan for each child.

- Do you need additional information before you can make fact-based recommendations about what is in Kaylee's best interest at this time?

### CASA/GAL Volunteer Notes

Dates are not included in these notes because timelines differ by jurisdiction. The facilitator will give you a rough idea of a timeline for similar cases in your area.

#### DISCOVERABILITY OF NOTES

In some jurisdictions, you should not keep "process" notes in the file in case the file is ever subpoenaed to court. Instead, these notes should be used for designing interviews or creating other plans and then should be destroyed. When destroying any records regarding the case, it is important to guard the confidentiality of the material by shredding paper documents. The volunteer's "process" notes are included here to illustrate the planning process that you should use to determine the next steps. These notes appear in italics so you can identify which notes would not be kept as part of the case file.

#### CALL FROM CASA/GAL PROGRAM ADMINISTRATOR

At an emergency custody hearing, the CASA/GAL program received a referral regarding a 4-year-old female named Kaylee Moore. The child's mother, Trisha Moore, had taken her to the ER with severe burns on both legs. A toxicology screen at the ER revealed that Kaylee had been exposed to chemicals used to manufacture methamphetamine. The child is currently in the hospital for a few days. Mother was arrested for drug possession. Father hasn't been located.

According to CASA/GAL program administrator, CPS caseworker Wilma Bailey informed the court that the father is Jimmy Hansen, a member of the Big River Nation. She has contacted the tribal council about Kaylee's case. Ms. Bailey also informed the court that she ran a criminal background check on both parents. The mother, Trisha Moore, has one prior arrest for drug possession; the father has three priors, for driving under the influence, for operating a vehicle without a license, and for resisting arrest.

The judge at the hearing ruled that there was sufficient reason to remove the child from the care of her mother and set a hearing date for further review of the case. She ordered that a CASA/GAL volunteer be appointed.

### VISIT TO CASA/GAL PROGRAM OFFICE

Picked up the petition, affidavit, and order assigning me to the case from the CASA/GAL program office. Learned that the adjudication hearing will be on \_\_\_\_\_ ( \_\_\_\_ days from now) and my court report will be due to the CASA/GAL office on \_\_\_\_\_.

UNIT  
1

### MEETING WITH CPS CASEWORKER WILMA BAILEY

Spoke with Wilma Bailey of CPS regarding the emergency hearing. She confirmed that she'd been present at the hearing, along with Monica Bloom, the CPS attorney. Judge Josephina Gonzales had presided.

UNIT  
2

CPS has taken Kaylee into custody. She is currently in a non-Native foster home. Trisha Moore has been charged with possession of drugs with the intent to sell, manufacturing an illegal substance, and criminal damage. Learned that the next county over had a file on Kaylee Moore, but they closed it after six months because they could not locate the family.

UNIT  
3

### VISIT WITH KAYLEE MOORE

Met with Kaylee at the home of Michele Davis, the foster mother. Michele reported that Kaylee hoards food and doesn't know how to brush her teeth or hold a fork or spoon. She prefers to sleep in the corner on the floor of her room, rather than in her bed.

UNIT  
4

When I first met Kaylee, she asked if I was going to make her leave. I explained why I was there and asked if she would like to read a book. Kaylee said she couldn't read but she liked to be read to; she said her aunt Jean used to read to her. I asked Kaylee where her aunt Jean lived, and she said, "Near where my grandma used to live." Kaylee indicated that she hadn't seen her grandma for a long time—not since her mom had a new boyfriend. She said she loved her grandma and missed her.

### MEETING WITH TRISHA MOORE, MOTHER

Met with mother at the jail. She said she didn't know how Kaylee got burns on her legs. She also said she didn't know where the father was. She did confirm that Kaylee has an aunt and a grandma, Lucille—the sister and mother, respectively, of Jimmy Hansen, Kaylee's father. Trisha reported being estranged from her adoptive parents. Trisha has Native American background, but does not know her biological parents. Overall she was jumpy and upset that Kaylee had been taken from her.

### NOTES—SOME QUESTIONS THAT I THINK NEED TO BE ANSWERED

- *Where is father? Is he a viable placement option?*
- *Are either the aunt or the grandmother placement options? Do they want to be in the child's life? How long has it been since they have seen Kaylee? Have they made efforts to stay in touch with her?*
- *What is mother's relationship with Kaylee's aunt and grandmother?*

- Does Kaylee have a developmental delay? If so, what are the resources available?

### EMAIL EXCHANGE WITH WILMA BAILEY

Asked Ms. Bailey if she knew about aunt and grandmother. She knew about Jean, but not Lucille. Learned that Jimmy Hansen, father, is living with his sister Jean and her husband and children. Ms. Bailey will call Mary Johnson, Big River Nation's ICWA worker, and ask her about doing home studies on both aunt and grandmother.

Reported foster mother's concerns to Ms. Bailey and suggested that an evaluation be done on Kaylee.

### CALL TO MARY JOHNSON, BIG RIVER NATION ICWA WORKER

Learned that tribal council has approved the initiation of home studies on Jean Hansen and Lucille Hansen. Ms. Johnson reported that Jean Hansen lives with her husband, their four children, and Jean's brother, Jimmy (Kaylee's father). Lucille Hansen lives alone. She is involved in native language preservation efforts and is a respected member of the community. Ms. Johnson gave me contact information for the aunt and grandma.

### CALL TO LUCILLE HANSEN, GRANDMOTHER

Set up time to meet with Ms. Hansen.

### VISIT WITH LUCILLE HANSEN, GRANDMOTHER

Met with Lucille Hansen at her home on the Big River Reservation. She said she was happy to be contacted about Kaylee. She hasn't seen the child in a year and a half, since Trisha started seeing a new boyfriend. *(I believe this is the same one with whom she was allegedly manufacturing meth.)* Ms. Hansen said that she and Trisha had been somewhat close, even after Jimmy and Trisha were no longer together. Ms. Hansen had been worried about Trisha and the baby because she knew Trisha's parents had kicked her out when they found out she was pregnant. Ms. Hansen reported that Jimmy has had trouble with alcohol since he was a teenager. She said that Trisha drank too, but had tried to clean up when she found out she was going to have a baby. Jimmy hadn't, and Ms. Hansen said he pretty much disappeared. He'd never been involved in Kaylee's life. Ms. Hansen said she had encouraged Trisha to find out more about her biological family to see if they could offer some support. Trisha had started to look into it, but then met the boyfriend and got involved in drugs again.

Ms. Hansen asked many questions about Kaylee, her injuries, and how she was doing in the foster home. Because she is not a party to the case, I could not answer her questions other than to say that Kaylee was doing fine. I referred her to the CPS caseworker. When I asked if she would consider providing a home for Kaylee, she immediately said yes.

UNIT  
1UNIT  
2UNIT  
3UNIT  
4



## CALL TO SHEILA SIMS

Talked to Ms. Sims, who has been assigned to do a developmental assessment of Kaylee Moore for CPS. She agreed to forward a copy of her report to me when it is finalized but doubts the written report will be ready before the adjudication hearing. If she finds Kaylee to be developmentally delayed, she may recommend occupational therapy. And since emotional trauma may be a factor in Kaylee's behavior, Ms. Sims may also recommend individual mental health counseling.

### PLAN—SOME NEXT STEPS

- *Talk to aunt and biological father.*
- *Talk to CPS caseworker about the developmental assessment. Find out when Kaylee's medical exam will occur.*
- *Explore treatment resources for both parents.*

### NOTES—QUESTIONS I WOULD LIKE TO ASK THE CHILD

*None about the actual burns [CASA/GAL volunteers do not reinterview a child, especially when there are criminal charges that might mean there are already many interviews and interviewers]. I would like to observe her with her mother and (separately) with her grandmother to see how she interacts with them. I want to ask her where and with whom she would like to live.*

## VISIT WITH JIMMY HANSEN & JEAN HANSEN

Visited Kaylee's biological father, Jimmy, and her aunt, Jean, together at Jean's home. Jimmy said that he thinks his mother, Lucille, would provide a good home for Kaylee. He would like visitation to get to know Kaylee. Jean Hansen said she is willing to provide a home for Kaylee but would like to be the last resort because she already has four children to care for. Jean supports placement with Lucille.

## CALL TO WILMA BAILEY

Ms. Bailey reported that both parents have signed the CPS case plan. She gave me a brief summary over the phone: Jimmy Hansen agrees to get substance abuse treatment, stay sober, find employment, provide child support, and attend parenting classes. CPS has made referrals and has set up intake appointments. I asked if Jimmy has any means of transportation. Ms. Bailey said she would check into it; if not, CPS will arrange for a cab to get him to intakes. Trisha Moore agrees to get substance abuse treatment, stay sober, and have no contact with her boyfriend. Ms. Bailey is looking into treatment options for Trisha.

## SUMMARY OF ADDITIONAL CASE EVENTS

At the adjudication hearing, the court did the following:

- Found Kaylee to be an abused child
- Found that continued custody of the child by the parent was likely to result in serious emotional or physical damage to the child

- Found that there was good cause to deviate from ICWA placement preferences because no Native placement was available and relative home study is scheduled
- Granted weekly supervised visitation for Jimmy Hansen
- Ordered weekly phone contact and monthly supervised visitation for Trisha Moore until she is released from jail, and weekly supervised visitation thereafter
- Found that active efforts are being made to provide remedial services and rehabilitative programs designed to prevent the breakup of an Indian family
- Ordered a psychological evaluation for Jimmy Hansen
- Approved the case plan
- Approved the initial case plan goal of reuniting Kaylee with Trisha Moore, with a concurrent plan for Lucille Hansen to provide long-term guardianship
- Ordered that Kaylee be placed with Lucille Hansen (contingent upon a favorable home study) and that Ms. Hansen act as Kaylee's educational decision maker
- Ordered that Kaylee receive any services indicated in her developmental assessment, including, but not limited to, occupational therapy and individual counseling
- Ordered that Trisha Moore and Jimmy Hansen have access to Kaylee's educational records and school activities

The police found Trisha Moore's boyfriend, who was the primary offender in their drug manufacturing incidents. The state plans to reduce Trisha's drug manufacturing charges to the lesser charge of drug possession. The criminal prosecutor says that the hearing should occur within the next month. She expects that Trisha will be ordered to get treatment but will most likely end up on the waiting list. She may have to attend treatment in jail because there are no beds available elsewhere.

## Activity 8I: Completing the Investigation for the Kaylee Moore Case

**Part 2:** Look back at the investigation plan you created in Activity 8C and identify any questions that have not yet been answered. What additional questions do you have?

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**Part 3:** Read the CASA/GAL Volunteer Responsibilities Checklist that follows. Put a check mark in the appropriate column to indicate items that have been completed in the Kaylee Moore case and those that are in process.

Answer the following questions:

- What are the next four activities on the CASA/GAL Volunteer Responsibilities Checklist you think the CASA/GAL volunteer on the case should undertake?

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- How should the volunteer go about completing each of these four activities?

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## CASA/GAL Volunteer Responsibilities Checklist

*Review this list periodically while investigating and monitoring a case to ensure that your representation of the child is thorough and focused on the needs of the child.*

UNIT  
1

UNIT  
2

UNIT  
3

UNIT  
4

| In Progress              | Completed                |     |  |
|--------------------------|--------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1.  | Review the petition with CASA/GAL program staff. Request copies of any hospital records, police reports, photos, protective services investigations, or other documentation. Carefully review all CPS records—be sure to ask for past or closed records.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2.  | Meet with the CPS caseworker and carefully review all CPS records—be sure to ask for past or closed records.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3.  | Meet with the child at least once per month—no matter how old or young—to determine how the child feels about what is going on in his/her life, in order to determine best interest and whether the child can and should be in the courtroom.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 4.  | Meet with the parents—get permission from each parent’s attorney if they are represented. If the CASA/GAL program is represented by an attorney, the parents’ attorney(s) should be contacted by the attorney for the CASA/GAL program.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 5.  | If there is a nonrespondent parent or custodian (i.e., a parent or custodian not involved in the court case), talk with that person.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 6.  | Meet with the teacher, daycare worker, babysitter, or any person who has had substantial contact with the child on a frequent basis.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 7.  | Appear at all hearings.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 8.  | If there has been no physical examination of the child by a physician, and one is warranted, request one.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 9.  | If there has been no psychological evaluation of the child or the parents, and one is warranted, request one.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. | Attend all staffings (e.g., meetings about the situation at school, Child Protective Services, mental health center) related to the child.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. | Talk with psychologists and medical caregivers involved with the child and obtain their written reports.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. | Determine what, if any, special problems or unmet needs the child has (e.g., counseling, a special school program, transportation, after-school care, medical treatment, etc.).  |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. | Assist in developing resources for the child that meet his/her needs, and contact appropriate agencies or persons. This might be for special educational needs (e.g., tutoring), social needs (e.g., a mentor, a sports team, or a scouting opportunity), placement needs (e.g., contacting a relative), medical or psychological treatment needs, or resources for any other identified need. |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. | Meet with the attorney for the program/child to discuss the facts, evidence, and witnesses needed for the hearing; to discuss your recommendations for the disposition; and to learn whether or not the child will be present in the courtroom either as a witness or to observe the proceedings.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. | Draft and review written recommendations for court with the attorney for the program/child.  |

## CASA/GAL Volunteer Responsibilities Checklist (cont.)

| In Progress              | Completed                |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 16. Work with the attorney for the program/child in exploring an agreement that parties can present to the court.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. If necessary, prepare the child for court hearings and for testimony; appear on behalf of the child; and assist the attorney for the program/child in presenting evidence on behalf of the child, including child support, visitation, and medical or psychological treatment.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. Inform the child about the outcome of all court hearings and keep the child updated about other aspects of the case.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 19. Continually monitor the case, repeating the above activities to ensure orders of the court are being followed by all parties and current needs of the child are being met. Make a determination as to whether the parents are correcting the situation that led to the petition and/or removal, simply "going through the motions," or ignoring the requirements for reunification. |
| <input type="checkbox"/> | <input type="checkbox"/> | 20. Contact the attorney for the program/child if the child needs an early review.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 21. Appear at all subsequent hearings.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 22. Review the permanent plan to insure that it complies with ASFA guidelines and is in the best interest of the child.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 23. Keep in touch with the CASA/GAL volunteer supervisor for guidance and support.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 24. If parental rights have been terminated, review plans for permanent placement, requesting information and consulting with Child Protective Services so that appropriate placement occurs without delay.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 25. If the child is an Indian child, make sure the tribe or Bureau of Indian Affairs has been notified of the case.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 26. If the child is an Indian child, make sure the child's tribal enrollment rights are protected.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 27. If the child is undocumented, consult your case supervisor.   |

UNIT  
1

UNIT  
2

UNIT  
3

UNIT  
4

## ***Chapter Evaluation***

Fill out the Chapter 8 Independent Study Training Evaluation, which follows. Turn it in to the facilitator at the next debriefing session.

## ***Looking Ahead***

### **THE KAYLEE MOORE CASE**

Right before you begin working on the next chapter, review the material in Chapter 8 about the Kaylee Moore case. Many of the activities in Chapter 9 rely on knowledge about the case.

### **COMMUNITY RESOURCES**

**Reminder:** Earlier in training, you selected an agency to research. You will turn in a copy of the Community Resources Worksheet at the debriefing session for Chapter 9. If you are having any trouble collecting information, be sure to ask the facilitator for help.

## Chapter 8 Independent Study Training Evaluation (1 of 2)

*Please circle the number of the descriptor that best matches your views  
and write any comments in the space provided. Thank you.*

|  |                 |   |   |   |                |
|--|-----------------|---|---|---|----------------|
| 1. Please rate the chapter overall.                                | Poor<br>1       | 2 | 3 | 4 | Excellent<br>5 |
| Comments:  |                 |   |   |   |                |
| 2. The facilitator was available to me if I needed assistance.     | Not at All<br>1 | 2 | 3 | 4 | Very<br>5      |
| Comments:  |                 |   |   |   |                |
| 3. The content of this session will be useful to me in my work.    | Not at All<br>1 | 2 | 3 | 4 | Very<br>5      |
| Comments:  |                 |   |   |   |                |
| 4. I can explain how I will be appointed to a case.                | Not at All<br>1 | 2 | 3 | 4 | Easily<br>5    |
| Comments:  |                 |   |   |   |                |
| 5. I am prepared to conduct successful interviews.                 | Not at All<br>1 | 2 | 3 | 4 | Very<br>5      |
| Comments:  |                 |   |   |   |                |
| 6. I can describe what is involved in completing an investigation. | Not at All<br>1 | 2 | 3 | 4 | Easily<br>5    |
| Comments:  |                 |   |   |   |                |

## Chapter 8 Independent Study Training Evaluation (2 of 2)

7. What I liked least about this chapter was . . .

8. What I liked most about this chapter was . . .

9. In order to utilize the information I've learned, I will need . . .



## Chapter 8 Parking Lot (1 of 2)

[illegible]

## Chapter 8 Parking Lot (2 of 2)

### CONCERNS OR IDEAS

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.